

**THIS AGENDA CONTAINS ALL ITEMS TO COME BEFORE THE ACADEMIC SENATE BOTH MAY 22 AND MAY 29, 1990. PLEASE RETAIN THIS COPY FOR BOTH MEETINGS; NO OTHER AGENDA WILL BE SENT FOR THE MAY 29TH MEETING.**

**FILE COPY**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
San Luis Obispo, California 93407  
**ACADEMIC SENATE**

**Academic Senate Agenda**  
**May 22, 1990**  
**UU 220 3:00-5:00 p.m.**

*5.8.90  
minutes  
removed*

- I. Minutes: Approval of the May 8, 1990 Academic Senate minutes (to be distributed).
- II. Communication(s) and Announcement(s):
  - A. Academic Senate Reading List (p. 3).
  - B. Resolution(s) approved by President Baker:  
AS-330-90\CC Resolution on Prerequisites for Upper Division Courses (p. 4).
  - C. Introduction of new senators by the school caucus chairs.
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
  - E. ASI Representatives
  - F. Sarah Lord - Avenol College-Bound Partnership Program
  - G. Robert Lucas, Associate Vice President for Graduate Studies, Research, and Faculty Development
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Resolution on Education Department Reorganization-Hagen, Chair of the Long-Range Planning Committee, Second Reading [this item will have an additional second reading on May 29, 1990] (to be distributed).
  - B. Resolution on Women's Resource Center and Women's Resource Center Coordinator-Berrio, Chair of the Status of Women Committee, Second Reading (pp. 5-8).
  - C. Resolution on Elective Credit/No Credit Grading-Terry, Chair of the Instruction Committee, Second Reading (pp. 9-10).
  - D. Resolution on Minimum Grade Requirement Imposed by Departments on Majoring Students-Terry, Chair of the Instruction Committee, First Reading (p. 11).
  - E. Resolution on Minimum Grade Requirement Imposed by Departments on Minorng Students-Terry, Chair of the Instruction Committee, First Reading (p. 12).
  - F. Resolution on Interdisciplinary GE&B Courses-Hafemeister, Chair of the GE&B Committee, First Reading (p. 13).
  - G. Resolution on the Listing of Newly Approved GE&B Courses in the Class Schedule-Hafemeister, Chair of the GE&B Committee, First Reading (pp. 14-15).
  - H. GE&B Proposal for GRC 207-Hafemeister, Chair of the GE&B Committee, First Reading (pp. 16-20).
  - I. GE&B Proposal for CSC X302-Hafemeister, Chair of the GE&B Committee, First Reading (pp. 21-24).
  - J. Resolution on Sexual Harassment Policy Implementation-P Murphy, Chair of the Personnel Policies Committee, First Reading (pp. 25-26).
- VI. Discussion Item(s):
- VII. Adjournment:

ACADEMIC SENATE READING LIST  
SPRING QUARTER 1990

- Oct '89      Programs and Practices that Facilitate the Transfer of  
Underrepresented Ethnic Minority Students (Chancellor's  
Office, California Community Colleges)
- Dec '89      Civil Rights in Higher Education (Michigan Civil Rights  
Commission)
- Mar 15      Summary of Academic Senate Presentation, Kennedy  
Library (David Walch, Dean of Library Services)
- Jan '90      Toward a State of Esteem (The Final Report of the  
California Task Force to Promote Self-esteem and  
Personal and Social Responsibility)
- Apr '90      Foundation Policy Manual (Fdn)
- May '90      "Presence of Mind in the Absence of Body" (sexual  
harassment in higher education) (Boston University)

**Memorandum**

**RECEIVED**

**MAY 8 1990**

**CAL POLY**  
SAN LUIS OBISPO  
CA 93407

To : James Murphy, Chair  
Academic Senate

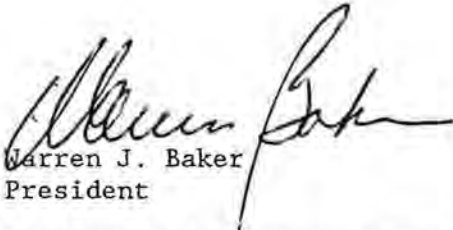
**Academic Senate**

Date : May 4, 1990

File No.:

Copies : Philip Bailey  
William Rife  
Hazel Scott  
Ricardo Echeverria

From : Warren J. Baker  
President



Subject: RESOLUTION ON PREREQUISITES FOR UPPER  
DIVISION COURSES (AS 330-90/CC)

I am hereby approving Academic Senate Resolution 330-90/CC, concerning prerequisites for upper division courses.

In approving this resolution, I want to express my sensitivity to the Associated Students, Inc. Resolution #90-06 which opposes class standing as a course prerequisite. The students are concerned that such prerequisites could unnecessarily interfere with their ability to register for classes, and with our impactation in some areas of the University I can understand their concern. As a result, if this policy is implemented, I ask that the validity of prerequisites currently in effect and those proposed under this new policy, be evaluated and scrutinized carefully by the faculty, administration, and Academic Senate in preparing the 1992-94 Catalog copy. It is of crucial importance that all prerequisites have a clear and logical purpose and none be assigned on an arbitrary basis.

I appreciate and support the Academic Senate's efforts to further strengthen our curricula by offering guidelines and policies for course prerequisites. I will initiate the process for including the requirements of this resolution in the appropriate section of the Campus Administrative Manual. I will also inform the Academic Affairs staff of these requirements and of my request for evaluation of prerequisites for the 1992-94 Catalog.

Again, thank you for your fine work on this matter.

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

Background Statement: Cal Poly currently has a number of activities designed to encourage personal and academic growth of women. Survival of these activities is dependent on permanently established programs with institutional support.

Women's Programming ("Women's Week") is a case in point. This annual event began in 1982 and has been funded since 1986/87 through lottery proposals. The event has been well-attended; participation rose between 1982 and 1988 from 500 to 3,000. While successful, Women's Programming is now beginning to suffer from volunteer exhaustion, since the funding has not included faculty or staff release time. Moreover, funding itself is problematic as the event no longer qualifies for lottery seed money. University commitment is now needed to ensure the future of this event.

Several other groups provide services and programs of interest to women, among these the Academic Senate Status of Women Committee, the Afro-American Women's Support Group, and the Hispanic Women's Support Group. However, each of the groups works independently and without coordination; their activities would be enhanced by increased cooperation and communication.

The need for coordinated services is increasing as the number of women grows. One important aspect of women's services is the need for greater attention to issues of diversity. As the composition of students and faculty changes, it is important to have institutional structures in place to meet the needs of these groups.

Cal Poly is not alone in recognizing a need for coordinating services to women. Of the 20 CSU campuses, 17 have already established a Women's Center and/or Reentry Center. Not surprisingly, the Board of Trustees, in adopting the CSU Educational Support Services Master Plan in 1989, designated these centers as "basic services" to be provided on each CSU campus.

**AS- -90/  
RESOLUTION ON  
WOMEN'S RESOURCE CENTER AND WOMEN'S RESOURCE  
CENTER COORDINATOR**

WHEREAS, Cal Poly is committed to providing an environment which would encourage and support the personal and



academic growth of women on campus; and

WHEREAS, In particular, an important aspect of women's services is to provide a supportive environment for women of ethnically diverse populations; and

WHEREAS, Current programs such as Women's Programming are in need of permanent staff and funding to ensure their continuation; and

WHEREAS, The changing composition of students and faculty at Cal Poly is resulting in an even greater need for services for women; and

WHEREAS, Cal Poly needs a Resource Center to provide information to the growing population of women; and

WHEREAS, The Board of Trustees has designated Women's Centers as a "basic service"; and

WHEREAS, 17 of the 20 CSU campuses have already established such centers; and

WHEREAS, Cal Poly needs a full-time professional to:

- (1) direct the Resource Center;
- (2) coordinate the various activities on campus of interest to women, with a particular focus on ethnic diversity;
- (3) work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum;
- (4) work with existing campus groups to more effectively implement the sexual harassment policy; and
- (5) represent the university as a campus governing board member on the Women's Council of the State University; therefore, be it

RESOLVED: That the Academic Senate support the proposal for a Women's Resource Center and a Women's Resource Center Coordinator.

Proposed By: The  
Academic Senate Status of  
Women Committee  
April 24, 1990

California Polytechnic State University - San Luis Obispo

GENERAL FUND - BUDGET PROPOSAL FOR SUPPORT OF UNMET NEEDS  
NARRATIVE SUMMARY  
Fiscal Year: 90 - 91

1. Program area: University wide Priority\*:            Date:
2. Title of proposal: Coordinator for Women's Resources & Women's Center
3. Prepared by: Mary Whiteford Date: 1-23-90
4. Department: Academic Programs School/Division: Academic Affairs
5. Type of proposal (check one):  
☐ Support of existing levels of services or programs; or  
☐ Improve/increase the base level of services or programs; or  
☒ Implement new programs/new services.
6. Effective dates: From: 7-1-90 To: continuing
7. Summary description of the proposal:  
 (Describe the program/service, objectives, current budget support, implementation plan, and proposed equipment acquisitions. Provide relevant workload/productivity measures and statistical data.)

The primary functions of the Coordinator for Women's Resources and the Women's Center will be to provide an environment which encourages and supports the personal and academic growth of women on the Cal Poly campus, and to sponsor and co-sponsor programs which will assist in this growth. A Women's Center, with a full-time professional director, will send a visual, positive message to the campus and community that Cal Poly is interested in the well-being and education of its women.

The Coordinator of Women's Resources will be responsible for evaluating the needs of women on campus and for developing a coordinated program to meet these needs. Examples include: to work to increase cooperation and communication among different on-campus groups who provide services and programs of special interest to women; to work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum; to work with existing campus groups to more effectively implement the sexual harassment policy; and to be a campus governing board member of the Women's Council of the State University (WCSU).

While not wishing to be segregated from the university mainstream, women welcome opportunities for interaction and interchange with other women; such informal relationships and signs of recognition, which are so much a part of university life for the scholar, whether student or faculty member, are often not available to women in a polytechnic university setting. The concept of a Women's Center with a coordinator is not new. 17 of the 19 CSU campuses have a Women's Center and/or Re-entry Center; 14 of these programs have their own operating budgets, and most have existed for 10 to 20 years.

The attached budget summary includes funding for the Coordinator, student assistant help, Women's Week programming, and operating expenses for the Center. The Center will need to include office space for the Coordinator and a reception/meeting area. An annual stipend is requested for honoraria for distinguished speakers; additional funding will be sought annually through lottery proposals. In-state travel funds are needed for the Coordinator to attend four WCSU meetings/year.

\* Where priority number one signifies the greatest need.

GENERAL FUND - BUDGET PROPOSAL FOR SUPPORT OF UNMET NEEDS  
BUDGET SUMMARY\*  
Fiscal Year: 90 - 91

<u>Proposed Position Classification</u>	<u>Person- Years</u>	<u>Effec. Dates</u>	<u>Proposed Dollars S</u>
Student Services Professional	FT	7-1-90	28,776

Student Assts. (1200 hrs @ \$ 5.00 /hr) 6,000

Overtime (\_\_\_\_ hrs @ \$\_\_\_\_/hr)

Totals, Positions	\$ 34,776
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Staff Benefits @ 29% (Exclusive of St. Assts and Overtime)	\$ 8,345
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Totals, Personal Services	\$ 43,121
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Supplies and Services	\$ 2000
Chargebacks (Monthly calendars, Women's Week Schedules)	2000
Travel In-State	700
Contractual Services (Speakers)	2000
Equipment (PC & printer, one-time purchase	6000
Other: Printing (posters	2000

Totals, Operating Expenses and Equipment	\$ 14,700

3. Grand Total Proposed: \$ 57,821

\* If budgets in subsequent fiscal years differ from the first year (other than salary cost-of-living adjustments), please attach additional Budget Summary sheets. Subsequent year costs of non-faculty position reclassifications are the financial responsibility of the program administrator that receives the allocation.

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

Background Statement: Cal Poly approved the CR-NC option in 1969. This option was initiated by the Student Pass-Fail Grading System Committee, a subcommittee of the Student Affairs Council, after a two-year study of this issue. At that time, many universities were adopting a new policy which allowed students to take courses on a "pass-fail" or "credit-no credit" basis. Cal Poly followed that pattern. Files available in the Academic Vice President's Office indicate that the student committee reviewed relevant materials from many other campuses. Eventually they seem to have patterned the Cal Poly system after that of Napa College. A 1968-1969 brochure from that institution states that the purpose of the Credit-No Credit system is "to encourage students to pursue subject areas for interest and breadth."

The Student Affairs Council approved the recommendation of the Student Pass-Fail Grading System Committee on February 11, 1969. That recommendation stated that the purpose of the new system was "to encourage students...to venture into courses which they might otherwise hesitate to take because they are uncertain about their aptitude or preparation."

The Academic Council approved the proposal on May 19, 1969 and stated that the purpose was "to encourage greater educational breadth."

The Faculty Senate approved the Credit-No Credit option on June 3, 1969, and stated that its purpose was "to encourage course taking for exploration and general education purposes."

Thus, the CR-NC option went into effect in the fall of 1969 for a trial period of three years, with its impact to be reviewed yearly. At that time, students were allowed to take a maximum of 15 courses, or a total of 45 quarter units, on a CR-NC basis outside their majors. Only one such course was allowed per quarter. The 45-unit total was apparently an arbitrary figure suggested by the Student Affairs Council. Available files do not indicate that there was much discussion on the issue of total units possible, but it does seem high in light of the fact that one of the institutions serving as a pattern (CSU, Long Beach) had a 12 semester unit maximum. The higher number of 45 quarter units may reflect the state of general education requirements on the Cal Poly campus at that time, a situation that has been greatly altered in more recent years.

The current policy on elective CR-NC courses has not changed much from the initial trial period except that students may now take two such courses per quarter rather than one. There is no information in the Academic Vice President's files on the rationale for that change.

**AS- -90/  
RESOLUTION ON  
ELECTIVE CREDIT/NO CREDIT GRADING**

WHEREAS, Much of the original intent of the CR-NC option (viz., to encourage course taking for exploration and general education purposes) is now largely satisfied by the more extensive general education requirements now in effect; and

WHEREAS, // // // // // Many students do not use the CR-NC option as a means for exploration and //



- WHEREAS, The CR-NC option ~~is~~ may be a major factor in the inflation of students' overall GPA's; and
- WHEREAS, Forty-five ~~units is~~ a great a number of units to be excluded in the determination of a student's cumulative GPA; and
- WHEREAS, The present system may penalize students (by way of comparison) who have not learned to use it to enhance their academic credentials; and
- WHEREAS, Many students now take lower-division introductory courses on a CR-NC basis, which ~~was not~~ the intent of the system; and
- WHEREAS, Students taking a course for a letter grade (A, B, C, D, F) are more likely to strive for a greater degree of excellence and/or mastery of the subject material; and
- WHEREAS, Other California State University campuses restrict credit/no credit grading to a greater degree by reducing the number of units that can be taken on an elective credit/no credit basis, or by restricting the courses which can be taken on an elective credit/no credit basis to free electives; therefore, be it
- ~~RESOLVED: / / / / / That students be allowed to take a maximum of 18 quarter units of / / / courses on an elective/credit/no credit basis, and only at the upper / / division level /~~
- RESOLVED: That courses taken by a student to meet GE&B requirements may not be taken on an elective credit/no credit basis.

Proposed By:  
The Academic Senate Instruction  
Committee  
Date: December 1, 1989  
(Editorial revisions 1/16/90)  
Revised May 3, 1990

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -90/  
RESOLUTION ON  
MINIMUM GRADE REQUIREMENT IMPOSED BY DEPARTMENTS  
ON MAJORING STUDENTS

WHEREAS, The Cal Poly catalog (1988-1990) establishes the minimum requirements for graduation for students in general; and

WHEREAS, It is the primary responsibility of each department to determine the degree requirements for its students; and

WHEREAS, // // // // // The /Cal /Poly /catalog / (1988-1990) / states;

/all /candidates /for /a  
/bachelor's /degree /shall  
/have /completed /the /  
/requirements /in /one /of  
/the /listed /curricula /with  
/a /minimum /"C" /grade //  
/average /for /all /units /in //  
/the /major // // and /

WHEREAS, The Architectural Engineering Department has recently proposed for the 1990-1992 catalog the requirement for its own majors of a grade of C- or better in any major course which is a prerequisite for another course in the major; therefore, be it

RESOLVED: That /the /following /statement /be /added /to /the /Cal  
Poly /catalog /on /grade /point /average /requirements;

- . That A /a department may require a minimum grade of C- in any major course which is applied to the major.

Proposed By: The Academic  
Senate Instruction  
Committee  
10-0-0  
March 1, 1990  
Revised: April 18, 1990

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -90/  
RESOLUTION ON  
MINIMUM GRADE REQUIREMENT IMPOSED BY DEPARTMENTS  
ON MINORING STUDENTS

- WHEREAS, The Cal Poly catalog (1988-1990) establishes the minimum requirements for graduation for students in general; and
- WHEREAS, It is the primary responsibility of each department to determine the degree requirements for its students; and
- WHEREAS, The Cal Poly catalog (1988-1990) states:
- A minimum overall grade point average of 2.0 is required in all units counted for the completion of the minor...; and
- WHEREAS, The Cal Poly catalog (1988-1990), in describing the minors offered by the Foreign Languages and Literatures Department states:
- A minimum of 18 upper division units, including at least one 305 course, must be completed in residence and a minimum grade point average of 3.0 must be maintained; and
- WHEREAS, A minor is not required for graduation; therefore, be it
- RESOLVED: That a department may impose additional grade point requirements on courses which are applied to the minor(s) it offers.

Proposed By: The Academic  
Senate Instruction  
Committee  
10-0-0  
February 1, 1990

**RESOLUTION FOR THE ACADEMIC SENATE**

**ON**

**INTERDISCIPLINARY GE&B COURSES**

**FROM THE**

**COMMITTEE ON GENERAL EDUCATION AND BREADTH**

Whereas, one purpose of GE&B is to encourage integration of knowledge and skills from two or more disciplines, be it

Resolved, that the following stipulations shall apply to Interdisciplinary GE&B Courses:

An interdisciplinary Ge&B course may be either a lower or an upper division course.

Each course may be approved and taught as an experimental (X) course before it is proposed for catalog approval.

If a course is approved for more than one GE&B Area, each student shall decide in which Area the course shall count in his or her curriculum.

Recommended and Submitted by the GE&B Committee  
23 April 1990



**RESOLUTION FOR THE ACADEMIC SENATE**  
**ON THE**  
**THE LISTING OF NEWLY APPROVED GE&B COURSES**  
**IN THE CLASS SCHEDULE**  
**FROM THE**  
**COMMITTEE ON GENERAL EDUCATION AND BREADTH**

The two-year catalog cycle, by necessity, reduces flexibility in the GE&B process. Changing circumstances can change the criteria by which we operate, as well as the lists of approved course. The 1988-89 GE&B Committee addressed this issue by recommending (June 1, 1989) a more flexible approach by using the quarterly Class Schedule to list changes in the GE&B courses. The 1990-92 catalog has the following sentence in the GE&B section: "In addition to the courses, listed below, the quarterly *Class Schedule* includes the most up-to-date listing of approved GE&B courses." The GE&B Committee of 1989-90 agrees with these findings, and recommends their passage into force. Most of the CSU campuses refer students to the quarterly *Class Schedules* for approved GE&B courses, and we agree that this additional level of flexibility is desirable.

There are several catagories of GE&B courses, and we recommend the following:

**New Courses:** The usual procedure of approval by both GE&B and Curriculum Committees, and final passage by the Academic Senate.

**X Courses:** Approval by a unanimous vote of a Committee of Three, consisting of the Chair of the GE&B Committee, the Associate Vice-President for Academic Programs, and the Academic Program Analyst. The results will be relayed to the full GE&B Committee, of which one member may call a special meeting to review the results of the Committee of Three.

**Deletions from the GE&B Catalog list:** In order to avoid complications, deletions of courses from the catalog list of GE&B courses will only take place on the two year catalog cycle.

**RESOLUTION FOR THE ACADEMIC SENATE**  
**ON THE**  
**THE LISTING OF NEWLY APPROVED GE&B COURSES**  
**IN THE CLASS SCHEDULE**  
**FROM THE**  
**COMMITTEE ON GENERAL EDUCATION AND BREADTH**

Whereas, the two-year catalog cycle unnecessarily hampers the submission of new courses to the GE&B lists, and

Whereas, the General Education and Breadth Process will be enhanced by introducing a more flexible schedule for accepting new GE&B courses.

Therefore, be it resolved that:

- (1) Course proposals for GE&B evaluation, listed as X courses, shall be considered on a continual basis.
- (2) The General Education and Breadth Committee shall evaluate the new X-course proposals within one quarter.
- (3) A notation shall be inserted in the GE&B section of the *Cal Poly Catalog* and of the *Cal Poly Class Schedule*, indicating that students should consult the quarterly *Class Schedule* each quarter for an up-to-date list of approved GE&B courses.
- (4) The X-courses for GE&B credit shall be listed in the X-Course list in the *Cal Poly Class Sechedule* where GE&B credit will be designated.

Recommended and Submitted by the GE&B Committee  
23 April 1990

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME W.S. MOTT	2. PROPOSER'S DEPT. Graphic Communication
3. SUBMITTED FOR AREA (include section, and subsection if applicable) F.2	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) GRC 207 Color: Theories and Applications 3 units Lec Application of color theories from the sciences and arts to the color producing industries of printing, photography, television, textiles, paints, and plastics. The use of color technology to communicate through images, products, and the environment. 3 lectures.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS  Not approved.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS  Not approved.	
7. ACADEMIC SENATE RECOMMENDATION	

# NEW COURSE PROPOSAL

California Polytechnic State University, San Luis Obispo

Department Graphic Communication Date 1/6/89 Prepared by Gary Field

1. PREFIX / NUMBER / TITLE GRC 207 Color: Theories and Applications		2. UNITS 3.0	3. GEB Area (*see below) F.2	4. GRADING METHOD Regular <input checked="" type="checkbox"/> CR/NC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) Application of color theories from the sciences and arts to the color producing industries of printing, photography, television, textiles, paints, and plastics. The use of color technology to communicate through images, products, and the environment. 3 lectures.				
6. PREREQUISITE: None		7. CROSSLISTED COURSE ? (yes/no) <u>NO</u> Prefix & number:		8. COURSE REPEATABLE ? (yes/no) <u>NO</u> in the same term: _____ maximum # of units: _____
9. C/S NUMBER(S) 02	10. UNITS PER MODE OF INSTRUCTION Lec <input checked="" type="checkbox"/> Act _____ Lab _____ Sem _____ Supv _____		11. AVERAGE CLASS SIZE 80	12. MISCELLANEOUS COURSE FEE yes/no <u>NO</u> (MCF form is needed)
13. NUMBER OF SECTIONS ANTICIPATED Fall _____ Winter <u>1</u> Spring _____ Summer _____		14. COURSE WILL BE OFFERED: Yearly <input checked="" type="checkbox"/> Alternate Years _____		15. ANNUAL W.T.U. 3.0
16. REQUIRED COURSE IN: (Major/Concentration/Minor) None		17. ELECTIVE COURSE IN: (Major/Concentration/Minor) GEF F.2 Consideration		
18. SIMILARITY WITH COURSES NOW BEING OFFERED OR PROPOSED (including courses from other departments/schools) None				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) GRC 137 has been dropped. WTU savings from this and other courses will be allocated to this new course.				
20. JUSTIFICATION (Explain the need for this course) Color is one of the most pervasive influences in our lives; however, most people do not understand how it is manufactured, and how it is used as a means of communication. This course, by taking a multidisciplinary approach to both the technology of color manufacturing and the use of color in communication, will help fill this gap in understanding.				
21. FACILITIES, MATERIALS, EQUIPMENT AND LIBRARY ACQUISITIONS NEEDED TO ACCOMMODATE COURSE Classroom, projector, AV materials, color filters and other samples. All are currently available.				

## APPROVALS

Department Head

School Dean

Associate Vice President for  
Academic Programs



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO

GRC 207 Color: Theories  
and Applications  
December 10, 1987  
Gary G. Field

EXPANDED COURSE OUTLINE

I. Catalog Description

Application of color theories from the sciences and arts to the color producing industries of printing, photography, television, textiles, paints, and plastics. The use of color technology to communicate through images, products, and the environment. 3 lectures.

II. Required Prerequisite Preparation

None.

III. Expected Outcomes

The student will have an introductory understanding of:

1. Theories of color from several disciplines.
2. The technology of color manufacturing in six industries.
3. How color is used as a means of communication via images, products, and the environment.
4. How the influence of color is evaluated via quantitative and qualitative methods.

IV. Text and References

Text:

Keuhni, Rolf G., "Color: Essence and Logic," Van Nostrand Reinhold, New York, 1983.

References:

Hunt, R.W.G., "The Reproduction of Colour in Photography, Printing & Television," Fountain Press, London, 4th edition, 1987.

Billmeyer, Fred W. and Max Saltzman, "Principles of Color Technology," Wiley, New York, 2nd edition, 1981.

Wasserman, Gerald S., "Color Vision--An Historical Introduction," Wiley, New York, 1978.

-2-

Judd, Deane B. and Gunter Wyszecki, "Color in Business, Science, and Industry," Wiley, New York, 3rd edition, 1975.

McLaren, K. "The Colour Science of Dyes and Pigments," Hilger, Bristol, 2nd edition, 1986.

Williamson, Samuel J. and Herman Z. Cummins, "Light and Color in Nature and Art," Wiley, New York, 1983.

Nassau, Kurt, "The Physics and Chemistry of Color," Wiley, New York, 1983.

Varley, Helen (ed.) "Color," Knapp Press, Los Angeles, 1980.

Sharpe, Deborah T., "The Psychology of Color and Design," Nelson-Hall, Chicago, 1974.

Mahnke, Frank H. and Rudolf H. Mahnke, "Color and Light in Man-Made Environments," Van Nostrand Reinhold, New York, 1987.

Bailey, Adrian and Adrian Holloway, "The Book of Color Photography," Knopf, New York, 1979.

#### V. Minimum Student Materials Required

Textbook, notebook.

#### VI. Minimum Facilities Required

Classroom, AV projectors

#### VII. Expanded Description of Content and Method of Instruction

Color Foundations ("What is color?")	Physics	Light and Color Color in the Natural World
	Chemistry	Dyes and Pigments Natural Colorants
	Physiology	Human Color Vision
Color Technology ("How do we make color?")	Pictorial	Printing Photography Television Computer Imaging
	Object	Textiles Paint Plastics

-3-

Color Communication  
("How do we use color?")

Images

Information  
Persuasion  
Entertainment

Products

Durable  
Non-Durable

Environment

Architecture  
Interiors

Color Evaluation  
("What effects does  
color have?")

Quantitative

Physical Measurement  
Physiological Response

Qualitative

Harmony  
Psychological Response

VII. Method of Instruction

Illustrated lectures  
Readings  
Experiential assignments

VIII. Methods of Evaluating Outcomes

Midterm Exam	50%
Final Exam	50%

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME J. B. Connely	2. PROPOSER'S DEPT. Computer Science
3. SUBMITTED FOR AREA (include section, and subsection if applicable) F.2	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) CSC X302 Computer Applications and Their Social and Cultural Implications 3 Units Lecture  The social and technological implications and effects of the applications of computer technology to the modern world. Examination of the positive and negative effects of those changes. Prerequisite: computer literacy or other CSC course and junior standing.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS  Approved.	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS  Approved.	
7. ACADEMIC SENATE RECOMMENDATION	



# EXPERIMENTAL / SUBTITLE COURSE PROPOSAL

COURSE MASTER FILE NUMBER  
(\* to be completed by Academic Programs)

SUBMISSION DEADLINES:  
Fall Quarter April 1  
Winter Quarter Sept. 15  
Spring Quarter Nov. 15  
Summer Quarter March 1

Experimental Courses are normally valid for two years. Please attach an Expanded Course Outline.  
Selected Advanced Topics (470, 471, 570, 571) are valid for one quarter only. Please attach an Expanded Course Outline. If the department plans to offer the proposed course for more than 1 quarter, the experimental course vehicle should be used.  
Other Subtitle Courses: The catalog description should indicate that the course has subtitles. For the "Prefix/Number/Title" box, please use the information as shown in the catalog. The individual subtopic title should be shown in "Title for Class Schedule."

Department and School Computer Science/ SENG Date 2/6/90 Prepared by J. B. Connely

1. PREFIX / NUMBER / TITLE CSC x302 Computer Applications and Their Social and Cultural Implications		2. UNITS 3	3. GEB Area: <sup>*</sup> F2	4. GRADING METHOD Regular <u>X</u> CRNC
5. COURSE DESCRIPTION (follow catalog format; limit to 40 words) The social and technological implications and effects of the applications of computer technology to the modern world. Examination of the positive and negative effects of those changes. 3 units. Prerequisite: a computer literacy or other computer science course and junior standing.				
6. PREREQUISITE a computer literacy or other csc course & junior standing	7. QUARTER AND YEAR Fall 1990	8. TITLE FOR CLASS SCHEDULE (maximum of 13 characters) C M P S O C C U L T I M P		
9. CS NUMBER(S) 1	10. TYPE OF COURSE Lec <u>X</u> Act Lab Sem Supv	11. MISCELLANEOUS COURSE FEE (MCF form is also needed) None		
12. NUMBER OF SECTIONS ANTICIPATED Fall <u>1</u> Winter <u>1</u> Spring <u>1</u> Summer	13. HOW FREQUENTLY COURSE WILL BE OFFERED Yearly <u>X</u> Alternate Years	14. AVERAGE CLASS SIZE 25	15. ANNUAL W.T.U. 9	
16. REQUIRED COURSE IN WHICH MAJOR/CONCENTRATION/MINOR None		17. ELECTIVE COURSE IN WHICH MAJOR/CONCENTRATION/MINOR None		
18. DUPLICATION OR APPROXIMATION OF COURSES NOW BEING OFFERED OR NOW BEING PROPOSED None - CSC has never before offered a GE&B course for F2				
19. STAFFING (Indicate either the need to hire new faculty or how present faculty utilization will be shifted to accommodate this course) We have available staff who have either taught such a course at other universities or are prepared in this area. We will not know the demand until it has been offered. Initially fewer other electives will be offered.				
20. JUSTIFICATION (Explain the need for this course) There has been a bottleneck with technology courses offered for the F2 category.				
21. FACILITIES, MATERIALS, AND EQUIPMENT NEEDED TO ACCOMMODATE COURSE classroom, possibly a p.c. lab.				

## APPROVALS

Department Head

School Dean

Associate Vice President for Academic Affairs  
and University Dean

\*This form will be returned to the department by the Academic Programs Office with the number noted after a Course Master File catalog number has been assigned by the computer.

\*\*Courses proposed for inclusion in GEB must be submitted to the GEB Committee.

CSc 302X (3)

Computer Applications and Their Social and Cultural Implications

April 1990

Prepared by: John B. Connely

I. Catalog Description

The social and technological implications and effects of the applications of computer technology to the modern world. Examination of the positive and negative effects of those changes. 3 units. Prerequisite: a computer literacy or other computer science course and junior standing.

II. Required Prerequisite Preparation

A computer literacy course in which skills have been developed in the use of an operating system and several software tools, e.g., a word processor, a database program and a spreadsheet program.

III. Expected Outcomes.

The student should be able to discuss the myriad ways in which computers are being applied to various tasks in our society, the impact of these applications on the workplace and home, and the social and cultural implications of the information society.

IV. Text and References

Texts:

Forester, Tom, The Information Technology Revolution, MIT Press, 1985.

References:

Asimov, Issac, "The Fourth Revolution", Saturday Review, 24, Oct. 1970.

Corn, J.J., ed. Imagining Tomorrow: History, Technology, and the American Future, MIT Press, 1986.

Drucker, Peter, "The Age of Discontinuity: Guidelines to Our Changing Society", Harper & Row, 1969.

Hofstadter and Dennett, The Mind's I - Fantasies and Reflections on Self and Soul, Basic Books, 1981.

Toffler, Alvin, Future Shock, Bantam Books, 1970.

\_\_\_\_\_, Third Wave, Bantam Books, 1980.

Waldrop, Mitchell, "Machinations of Thought", Science, pp. 38-45, March, 1989.

Weizenbaum, Joseph, Computer Power and Human Reason, W.H. Freeman, 1976.

V. Minimum Student Materials Required

Pencil and Paper and texts.

VI. Minimum Facilities

Classroom.

VII. Expanded Description of Content and Method of Instruction

- A. The role of computers in today's world
- B. The Information Society
- C. Aspects of Computer Science
  - a. Software and Hardware
  - b. Interfaces
  - c. Large databases, worm drives, cd and optical disk technology.
  - d. Networks
  - e. Telecommunications
- D. The individual and social effects of computer technology
  - a. The changing concept of work, e.g., telecommuting
  - b. Job creation and displacement
  - c. Privacy
  - d. The humanization of the workplace
- E. Legal and ethical considerations
  - a. Responsibility, Safety and Liability
  - b. Security considerations
- F. The Future
  - a. The computerized house, university, society and world
  - b. Speech and image recognition
  - c. Automation and robotics
  - d. The smart environment

VIII. Methods of Evaluating Outcomes

Reading assignments in textual materials and articles, short research papers, quizzes, a mid-term and final examination.

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -90/  
RESOLUTION ON  
SEXUAL HARASSMENT POLICY IMPLEMENTATION

- WHEREAS, There is a lack of accountability for the administration of sexual harassment prevention programs and the implementation of the campus policy on sexual harassment; and
- WHEREAS, There is a lack of professional training programs for advisers (defined in the Sexual Harassment Policy) and management employees; and
- WHEREAS, There is a lack of educational programs for employees and students aimed at the prevention of sexual harassment; therefore, be it
- RESOLVED: That the Affirmative Action Officer (AAO) should be responsible for all campus policies and programs dealing with sexual harassment. Specifically, the AAO is responsible for:
- (a) the effective and timely implementation of the Sexual Harassment Policy (AB 88-5)
  - (b) the development and implementation of training and education programs dealing with the prevention of sexual harassment; and, be it further
- RESOLVED: That the AAO, in consultation with the Executive Committee of the Academic Senate, should select a Training Development Team of three qualified employees to develop training programs for Sexual Harassment Advisers, and for management employees. Each management employee upon completion of training, should be prepared to implement education programs (dealing with sexual harassment) for employees under his/her direction.
- The AAO should meet regularly with the Training Development Team in order to monitor their progress and coordinate their efforts with the Personnel Office and Student Affairs Division. Members of the Team should be compensated (through assigned time) for their work; and, be it further



**RESOLUTION ON SEXUAL HARASSMENT  
POLICY IMPLEMENTATION**

Page Two

**RESOLVED:** That the Sexual Harassment Advisers should meet once a month during the academic year and should elect a chair. The chair, in consultation with the AAO, should set the agenda for the monthly meetings. The general purpose of these meetings should be continuing education for the Advisers and sharing of ideas and experiences related to advising; and, be it further

**RESOLVED:** That every fall, the AAO should send the list of Advisers (along with their campus phone numbers and addresses) to all students and campus employees. The AAO should emphasize that a complainant is free to meet with any Adviser.

Proposed By: The  
Academic Senate Personnel  
Policies Committee  
May 15, 1990

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -90/  
RESOLUTION ON  
MULTI-CRITERIA ADMISSIONS

- WHEREAS, Multi-Criteria Admissions (MCA) II was implemented in the current admissions cycle without adequate consultation with the faculty and the Academic Senate of California Polytechnic State University, San Luis Obispo; and
- WHEREAS, The faculty heeded the administration's appeal for acceptance of implementation of the MCA II model as an emergency measure for the 1989-90 academic year only; and
- WHEREAS, The Academic Senate's previous resolution on faculty and Senate participation in the governing structure of the multi-criteria admissions system (see AS-117-81/EC approved May 1981, attached) has never been fully implemented; and
- WHEREAS, The recently appointed Ad Hoc Committee to Evaluate MCA II did not convene prior to the start of the Spring 1990 Quarter and is unlikely to be able to complete its evaluation on a sufficiently timely basis to permit appropriate review by the academic units and the Academic Senate prior to implementation of any revised model for the admissions cycle during the 1990-91 academic year; and
- WHEREAS, MCA II has serious known defects that run counter to the faculty's responsibility to assure the quality of the educational environment and academic programs at Cal Poly, including the faculty's responsibilities in pursuing educational equity and affirmative action goals; therefore, be it
- RESOLVED: That the administration commence immediately those actions necessary to reinstate, effective with the next admissions cycle, the faculty approved MCA models for the various schools and departments that were in effect prior to the implementation of MCA II, and that those pre-MCA II models remain in

**Resolution on Multi-Criteria Admissions**  
**AS-\_\_\_\_-90/SBUS**

Page Two

effect until such time as a replacement model or models have been approved by the appropriate faculty units and the Academic Senate.

Proposed By:  
The School of Business  
Caucus  
Date: April 3, 1990

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS-117-81/EC

May 26, 1981

RESOLUTION ON MULTI-CRITERIA ADMISSIONS (Executive Committee)

- WHEREAS, It appears that California Polytechnic State University, San Luis Obispo will be implementing a multiple criteria system for admission of undergraduate students; and
- WHEREAS, The specific criteria used in such a system and the relative importance of each criterion will affect the academic qualifications of incoming students; and
- WHEREAS, The non-academic criteria used in such a system will affect the overall character of the student body and the character of student life at Cal Poly; and
- WHEREAS, The faculty via its Academic Senate has a responsibility for assuring the quality of the educational environment at California Polytechnic State University, San Luis Obispo; and
- WHEREAS, The faculty via its Academic Senate has a responsibility for maintaining and improving the quality of the various academic programs on the campus; therefore be it
- RESOLVED: That the governing structure of the multiple criteria admissions system include seven, four-member committees (one from each School), appointed by the Executive Committee of the Academic Senate upon recommendation of the caucus of each respective School. Each committee shall recommend appropriate criteria for admission to its School to the Vice President for Academic Affairs; and be it
- RESOLVED: That the governing structure of the multiple criteria admissions system include a four-member ad hoc committee of the Academic Senate, appointed by the Chair of the Academic Senate, to review all proposals for criteria and their relative importance to insure the integrity of the admissions criteria university-wide. The recommendations of this committee are to be forwarded to the Vice President for Academic Affairs and the Chair of the Academic Senate.

APPROVED

May, 1981

Info - Sen 5.22.90

State of California

California Polytechnic State University  
San Luis Obispo, California 93407

## MEMORANDUM

Date: May 11, 1990  
Copies:  
To: Academic Senate  
From: James L. Murphy, Chair  
Academic Senate  
Subject: Errata: Agenda for May 22, 1990

Based on discussions at the Executive Committee meeting of May 15, 1990, the following changes and/or modifications to the Agenda have been approved:

### Business Items:

1. V.E: Minimum grade requirements for minoring students: Pulled and sent to the Curriculum Committee for advice.
2. V.H: GRC 207: Pulled and sent to the Curriculum Committee for advice.
3. Resolution on New Criteria and Policies for Area F.2 Courses-Hafemeister, Chair, GE&B Committee: Earlier pulled, reinstated at request of Executive Committee (additional materials provided)



ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -90/LRPC  
RESOLUTION ON  
EDUCATION DEPARTMENT REORGANIZATION

- WHEREAS, The Interim Vice President for Academic Affairs, in consultation with the Education Department, has proposed a reorganization of teacher education on campus; and
- WHEREAS, The proposal involves a departure from the University's normal organizational structure; and
- WHEREAS, The proposal puts an academic unit under the immediate supervision of the associate vice president for academic affairs, thereby changing the character of that position; and
- WHEREAS, A small unit of the kind proposed will lack fiscal flexibility and will in fact face considerable fiscal vulnerability; and
- WHEREAS, The proposal as it stands does not discuss the precise nature and role of the All-University Advisory Committee on Teacher Education; and
- WHEREAS, RPT procedures are not fully spelled out in the proposal; and
- WHEREAS, The proposal does not explain what the role and status of members of the current Education Department who are not directly involved in teacher education will be when there is no longer an Education Department as such; and
- WHEREAS, Liberal Studies and the masters program in counseling are not teacher education programs and may not belong in the new unit; and
- WHEREAS, The proposal focuses exclusively on administrative structure without addressing issues of program content and quality; therefore, be it
- RESOLVED: That until satisfactory answers to these questions and details of the procedures are presented to the Academic Senate for examination the reorganization proposal should not be approved.

Proposed by:  
Academic Senate Long-Range  
Planning Committee  
Approved: 7-0-1  
May 18, 1990

Smith - Sen 5.22.90

State of California

California Polytechnic State University  
San Luis Obispo, California 93407

## MEMORANDUM

Date: May 16, 1990

Copies: Academic Senate  
Executive  
Committee

To: Academic Senate

From: James L. Murphy, Senator  
SPSE

Subject: Proposed resolution regarding new criteria for F.2  
courses

This matter has been with the GE&B Committee for a number of years. George Lewis, and later John Culver, as respective chairs, have wrestled with this issue. The Area F Subcommittee of which I was chair developed the criteria identified in paragraph 4 of the GE&B Committee's proposal. We took this, as did the main Committee's revision, from the two Knowledge and Skills Statements 7 and 9. While I may have a personal choice of verbiage, I can comfortably accept either one. As I was a member of the GE&B Committee when this matter was first brought up, I have some concerns regarding the proposed resolution and what I read to be the impact of what I understand the Committee has proposed.

I note some minor editorial matters that should be corrected, but those are not factors I shall address.

1. Page 1 of the document, first paragraph: Area does not require 3 units in F.1 and 3 units in F.2. The requirement simply states " . . . A minimum of six quarter units in courses. . . ."
2. The comments in the second paragraph must be considered in light of reality: One year since modification of the F.2 criteria to re-examine this category is inadequate in view of the lack of data one way or another.
3. Also on page 1 of the document, in this same second paragraph, fourth line up: Cal Poly does not require an extra three units for F.2. The requirement is for students to take six units in Area F. One course is intended to show competency in computer literacy; the balance of the units may be selected from those approved in F.2.

4. I believe a better statement (page 2, paragraph 2 and 3) in both paragraphs would be "Courses are presently taught by faculty from the Schools and Departments whose students are currently exempt from the F.2. requirement." I would argue that the Industrial Technology Department did not retain its exemption by leaving the School of Engineering, any more than another department gained exemption by moving into another school. I believe the IT Department retained its exemption because it is a bona fide program of technology, and therefore rightfully deserves such an exemption. Out of approximately 370 majors in IT, over 360 are Industrial Management students. An evaluation of the specific curriculum and course of study for these students will support the right to claim continued exemption from the F.2 category.
5. I have gone on record recommending Home Economics be granted F.2 exemption by nature of its program. My correspondence regarding this matter is available for reading. As stated above, anyone willing to look at the HE program will also have to acknowledge the technological aspects of that curriculum and how it also meets the approved criteria. I have also suggested that Graphic Communication request a similar exemption, but they have not responded (this was done over two years ago).
6. I have a great deal of trouble with the logic (page 3, top) that will recommend IT (for example) to lose its F.2 exemption on the one hand but retain its authority to teach courses in this area, on the other. It appears that the Committee is further recommending that only exempt departments may teach F.2 courses. On the other hand, I read that the Committee may be suggesting that others may be qualified to teach F.2 courses, but this is not clear.
7. The resolution (pages 5 and 6) should be edited for proper format and grammar.
8. I have talked with both members of the main Committee as well as from the F Subcommittee. The Chair of the main Committee has acknowledged that except for the revised criteria (first "resolved") the matters addressed in this proposal have not been passed through the Subcommittee! This is a matter of significance as it violates long-standing procedure of committee and subcommittee input. While it is accepted that a main committee may overrule a subordinate committee, it is contrary to procedure that a committee should unilaterally and without consultation act in stead of a subcommittee.
9. I would hope that the F.2. subcommittee, as it continues to look at the present courses and those that will be coming before it, work hard to encourage interdisciplinary and cross-teaching courses. Courses listed in F.2 should not be

a hodge-podge such as we find in C.3. They should be specifically written and taught to meet the approved criteria, not existing courses that someone would like to get extra SCU's for teaching. In my opinion, ENGR 301 and IT 301 are excellent examples of such courses but would be significantly improved if cross-taught by faculty outside Engineering and Industrial Technology, as well.

10. I also have a philosophical concern: (I hope this does not sound contradictory to my earlier statements above.) I believe Cal Poly should retain a component of General Education that addresses KSS 7 and 9. My problem lies in who is best qualified to teach these issues, and who, if anyone, should be exempt from such courses. I seriously question that a student, simply by nature of a chosen curriculum, will leave the university having achieved the goals identified in the F.2 criteria. I would like proof that students graduating from programs in the schools of Agriculture, Architecture and Environmental Design, and Engineering have truly met these criteria. I believe there are a number of ways of providing this proof. If we are going to provide exemptions for one group and require courses of others based on arbitrary guidelines (such as being lucky enough to be in a department that was relocated from one school to another), then the whole concept becomes seriously flawed and suspect.

This University has continued to look to such documents as the Knowledge and Skills Statement for guidance. I believe this is appropriate. However I wonder if it might be time to reevaluate this work to determine its validity in today's world. On the other hand, I believe if we continue to depend on the present KSS statement, we can achieve what is intended and stated by permitting the liberal arts component(s) of GE&B to address ". . . and understanding of social and cultural implications of the technology." If this occurs, then technology, as technology, can be taught by those most skilled in these areas.

11. Based on the above concerns, I will move the following:

That the criteria portion of this resolution be approved; that the balance of the resolution together with all supporting documents be returned to the GE&B Committee and further to the Area F Subcommittee for further evaluation and action as might be appropriate.

I ask for your support of my motion.



Sen - Sen 5-22-90

**RESOLUTION FOR THE ACADEMIC SENATE**  
**ON**  
**NEW CRITERIA AND POLICIES FOR AREA F.2 COURSES**  
**FROM THE**  
**COMMITTEE ON GENERAL EDUCATION AND BREADTH**

Executive Order 338 requires GE&B courses for the Areas A to E, but does not contain language for Area F, Technology and Society. Cal Poly requires 6 additional GE&B units beyond Ex. Order 338, 3 units for Computer Literacy (F.1) and 3 units for Technology and Society (F.2). This section of the report will examine some aspects of Area F.2.

Because so many of today's opportunities and problems are driven by technological innovation, it is timely that Cal Poly, a University which emphasizes technology, should pioneer an examination of these topics. Because this requirement of six extra GE&B units goes beyond Ex. Order 338, it should be tempered by diligent oversight to ensure that the students are given a valuable product. This year the GE&B Committee considered three possibilities for F.2; (1) retain as is, (2) modify, and (3) delete the requirement. The 1989-90 GE&B Committee chose the second option, to modify, as described below. It is our view that the GE&B Committee of 1991-92 should re-examine F.2 to determine if these modifications have worked in practice. Because Cal Poly is requiring an extra three units for F.2, we have an obligation to determine if the product is worth the three unit cost. We have a good opportunity to make a useful impact on the students and on society, but we should only continue if we are successful in offering a good product.

At this time, Area F.2 operates under the following criteria:

1) Knowledge and Skills Statements 7 and 9.

[KSS 7] "Cal Poly Graduates, by virtue of their education at a polytechnic university, should understand how technology influences and is influenced by cultural and environmental factors, the applications of technology to contemporary problems, and the potential of technology to both positively and negatively affect individuals and societies.

Outcome number 7 can be achieved by including the following:



A. Students should gain an awareness of their increasing dependence on technology, and how it is guided, managed, and controlled.

B. Students should be able to evaluate and assess questions of value and choice underlying technologies, and how, in the course of the development, these questions have been addressed and answered.

C. Students should gain a basic level of computer skill and literacy."

**[KSS 9]** "Cal Poly Graduates, because they will be living in a technological world, should be exposed to courses taught within the technological areas, so that they will have a basis for developing a better understanding of how technology influences and is influenced by present day cultures and other environmental factors.

Outcome number 9 is addressed by courses which emphasize the following:

A. Students should develop an awareness of typical problems addressed by technology, such as methods of world food production, applications of the computer, or the production, distribution, and control of energy.

B. Students should have an opportunity to learn the difficulties inherent in solving technological problems. The emphasis should be on the application of theoretical knowledge to practical matters such as:

(1) The consequence and implication of applied technology for environmental factors of climate, water quality, soil, and plant resources.

(2) Problems stemming from the interactions of population growth, technology, and resource consumption, such as climate change, the energy crisis, world hunger and soil erosion.

(3) Contributions of technology in enhancing the availability of food and shelter, harnessing energy, and improving the quality of life.

C. Students should develop an awareness of issues raised by the interaction of culture and technology."

**2) Who Teaches F.2 Courses?** Professors from the School of Agriculture, Architecture and Environmental Design, and Engineering, and from the Department of Industrial Technology.

**3) Who Takes F.2 Courses?** All students must take an F.2 course except those students from the Schools of Agriculture, Engineering, and Architecture, and from Department of Industrial Technology. The Industrial Technology students retained their exemption when IT moved from the School of

Engineering to the School of Professional Studies and Education in about 1984. On the other hand, the Computer Science majors gained the F.2 exemption when they moved from School of Science to the School of Engineering in 1984. When the Dietetics Option of the Home Economics Department moved from the School of Professional Studies to the Food Science and Nutrition Department of the School of Agriculture in about 1984, it obtained an exemption for F.2. The GE&B Committee of 1988-89 voted to allow an additional exemption F.2 exemption for the Home Economics Department. The 1989-90 GE&B Committee has reversed this decision, and recommends to the Academic Senate that only students in the departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering be given this exemption.

**4) The Criteria for F.2 Courses used by GE&B.** The Area F Subcommittee adopted the following criteria for F.2 courses on Technology and Society on Nov. 14, 1988 and Nov. 1, 1989:

*"Technologically oriented courses which teach an understanding of how technology interacts with cultural and social factors. Such courses will address the broad cultural and social applications and implications of technology in today's world."*

The the 1988-89 GE&B Committee concurred in this definition. The 1989-90 GE&B Committee modified the F.2 criteria to the following:

*"To be included in Area F.2, a course should have as its subject matter the nature of a technology: It should address, with substantial emphasis, both an understanding of the technology itself and an understanding of the social and cultural implications of the technology."*

The courses in F.2 are now being examined to determine if they follow this criteria.

#### **Findings by the GE&B Committee on F.2**

1. Technology Students. It is not clear that the students exempted from F.2 are, in fact, actually getting courses described in the F.2 Criteria statement, and in KSS 7 and 9. The GE&B Committee is not asking that these students of technology be required to take F.2 courses, primarily because of the large amount of units already taken by most of these majors. However, the GE&B Committee would encourage the departments of the exempted students to re-examine their offerings in order to expand the students' horizons in the area of technology and society. The Academic Senate must consider the validity of the F.2 exemption.

2. Departments Offering F.2 Courses. Many of the professors in the technical schools would rather teach their own technical majors, rather than become involved with the GE&B process. The graduate schools give little formal training in technology and society. Knowledge of technology and society resides not only in the schools of technology, but also in the Schools of Science/Math, Business, and elsewhere. The GE&B Committee does not accept that only the schools of technology should teach F.2. The GE&B Committee believes that other departments, on a case-by-case basis, should also be allowed to teach F.2 courses when they can demonstrate knowledge and interest in the subject of science and society. This year the GE&B Committee voted to allow Forestry 120 to be cross-listed as Conservation 120, thus breaking the total reliance on the technology schools for F.2 courses. In addition, President Baker has requested that Cal Poly establish an interdisciplinary Program for Science, Technology and Society. By retaining Area F.2, Cal Poly will be able to determine in 2 years (or more) whether the F.2 option is viable.

3. The criteria of November 1, 1989 for Area F.2 on Technology and Society shall be modified to the following:

*"To be included in Area F.2, a course should have as its subject matter the nature of a technology: It should address, with substantial emphasis, both an understanding of the technology itself and an understanding of the social and cultural implications of the technology."*

## RESOLUTIONS FOR CONSIDERATION BY THE ACADEMIC SENATE

### ON NEW CRITERIA AND POLICIES FOR AREA F.2

Whereas, technology is now recognized as one of the main driving forces of history, and

Whereas, both technical and nontechnical students <sup>will</sup> should be informed about the implications, good and bad, of technology on society, and

Whereas, Cal Poly has expertise in the area of technology and society, and, thus, the opportunity to rise to the challenge of teaching technology and society courses, *and*

Whereas the purpose of GE&B Area F.2, as fully outlined in the knowledge and skills statements #7 and #9, is to ensure that students examine a technology, both in terms of its physical aspects, as well as its social and cultural consequences, and

Whereas, students enrolled in departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering have been granted an exemption from Area F.2 since its establishment, and *§ 17*

Whereas, no coherent basis currently exists for exempting certain students from the F.2 requirement other than that they are in departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering, and

Whereas, the University, its schools and departments will continue to be reorganized, therefore be it

RESOLVED that:

(1) A course in technology and society for Area F.2 is defined as follows:

To be included in Area F.2, a course should have as its subject matter the nature of a technology: It should address, with substantial emphasis, both an understanding of the technology itself and an understanding of the social and cultural implications of the technology, *and further research*

(2) While *most* of the courses in Area F.2 shall generally be taught by the "technology departments" in the Schools of Agriculture, Architecture and Environmental Design, and Engineering, and in the Department of Industrial Technology, this does not preclude the teaching of these courses by faculty in

other departments who have expertise in technology, and its implications to society.

(3) All Cal Poly students must fulfill the requirements for Area F.2, except those students in the departments in the Schools of Agriculture, Architecture and Environmental Design, and Engineering

Recommended and Submitted by the GE&B Committee  
23 April 1990 and May 7 1990



Final - Sen 5.22.90

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

Background Statement: Cal Poly currently has a number of activities designed to encourage personal and academic growth of women. Survival of these activities is dependent on permanently established programs with institutional support.

Women's Programming ("Women's Week") is a case in point. This annual event began in 1982 and has been funded since 1986/87 through lottery proposals. The event has been well-attended; participation rose between 1982 and 1988 from 500 to 3,000. While successful, Women's Programming is now beginning to suffer from volunteer exhaustion, since the funding has not included faculty or staff release time. Moreover, funding itself is problematic as the event no longer qualifies for lottery seed money. University commitment is now needed to ensure the future of this event.

Several other groups provide services and programs of interest to women, among these the Academic Senate Status of Women Committee, the Afro-American Women's Support Group, and the Hispanic Women's Support Group. However, each of the groups works independently and without coordination; their activities would be enhanced by increased cooperation and communication.

The need for coordinated services is increasing as the number of women grows. One important aspect of women's services is the need for greater attention to issues of diversity. As the composition of students and faculty changes, it is important to have institutional structures in place to meet the needs of these groups.

Cal Poly is not alone in recognizing a need for coordinating services to women. Of the 20 CSU campuses, 17 have already established a Women's Center and/or Reentry Center. Not surprisingly, the Board of Trustees, in adopting the CSU Educational Support Services Master Plan in 1989, designated these centers as "basic services" to be provided on each CSU campus.

AS- -90/  
RESOLUTION ON  
WOMEN'S RESOURCE CENTER AND WOMEN'S RESOURCE  
CENTER COORDINATOR

WHEREAS, Cal Poly is committed to providing an environment which would encourage and support the personal and academic growth of women on campus; and

WHEREAS, In particular, an important aspect of women's

services is to provide a supportive environment ~~for women of ethnically diverse populations for~~ underrepresented groups such as returning students and ethnic minorities; and

WHEREAS, Current programs such as Women's Programming are in need of permanent staff and funding to ensure their continuation; and

WHEREAS, The changing composition of students and faculty at Cal Poly is resulting in an even greater need for services for women; and

WHEREAS, Cal Poly needs a Resource Center to provide information to the growing population of women; and

WHEREAS, The Board of Trustees has designated Women's Centers as a "basic service"; and

WHEREAS, 17 of the 20 CSU campuses have already established such centers; and

WHEREAS, Cal Poly needs a full-time professional to:

- (1) direct the Resource Center;
- (2) ~~coordinate~~ continue the Women's Week tradition by planning and coordinating the various activities on campus of interest to women, with a particular focus on ethnic diversity;
- (3) work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum;
- (4) work with existing campus groups to more effectively implement the sexual harassment policy; and
- (5) represent the university as a campus governing board member on the Women's Council of the State University; therefore, be it

RESOLVED: That the Academic Senate support the proposal for a Women's Resource Center and a Women's Resource Center Coordinator to provide support and networking for women and other underrepresented groups such as ethnic minorities and returning students; to plan and coordinate Women's Programming; and to serve as a visible hub for communication with other groups on campus, in the Cal State system, and in the community.

Proposed By: The Status  
of Women Committee  
April 24, 1990  
Revised May 22, 1990

Adopted:

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

AS- -90/  
RESOLUTION ON  
SEXUAL HARASSMENT POLICY IMPLEMENTATION

- WHEREAS, There is a lack of accountability for the administration of sexual harassment prevention programs and the implementation of the campus policy on sexual harassment; and
- WHEREAS, There is a lack of professional training programs for advisers (defined in the Sexual Harassment Policy) and management employees; and
- WHEREAS, There is a lack of educational programs for employees and students aimed at the prevention of sexual harassment; therefore, be it faculty, staff, and students; and
- WHEREAS, Prevention through education is the best tool for the elimination of sexual harassment; therefore, be it
- RESOLVED: That the Affirmative Action Officer (AAO) should be responsible for all campus policies and programs dealing with sexual harassment. Specifically, the AAO is responsible for:
- (a) the effective and timely implementation of the Sexual Harassment Policy (AB 88-5)
  - (b) the development and implementation of training and education programs dealing with the prevention of sexual harassment; and, be it further
- RESOLVED: That the AAO, in consultation with the Executive Committee of the Academic Senate, should select a Training Development Team of three qualified employees to develop educational programs for faculty, staff, and students and training programs for Sexual Harassment Advisers and management employees. Each management employee upon // completion of training, // should be prepared to // implement education programs // (dealing with sexual harassment) // for employees under his/her direction.

The AAO should meet regularly with the Training Development Team in order to monitor their

progress and coordinate their efforts with the Personnel Office, Academic Affairs Division, and Student Affairs Division. Members of the Team should be compensated (through assigned time) for their work; and, be it further

RESOLVED: That the Sexual Harassment Advisers should meet once a month during the academic year and should elect a chair. The chair, in consultation with the AAO, should set the agenda for the monthly meetings. The general purpose of these meetings should be continuing education for the Advisers and sharing of ideas and experiences related to advising; and, be it further

RESOLVED: That every fall, commencing no later than fall 1991, the Training Development Team should offer educational programs for faculty, staff, and students, sensitizing them to behavior that constitutes sexual harassment; and, be it further

RESOLVED: That every fall, the AAO should send the list of Advisers (along with their campus phone numbers and addresses) to all students and campus employees. The AAO should emphasize that a complainant is free to meet with any Adviser.

Proposed By: The  
Academic Senate Personnel  
Policies Committee  
May 15, 1990  
Revised May 15, 1990



# Memorandum

5:22 90  
CAL POLY  
SAN LUIS OBISPO  
CA 93407

To :Academic Senate  
School Deans

Date :May 22, 1990

File No.:

Copies :MCA Committee

John Lindvall, Chair *John Lindvall*  
Multi-Criteria Admissions Committee

From :Philip S. Bailey, Jr. *PSB*  
Interim Vice President for Academic Affairs

Subject: Multi-Criteria Admissions Model

The attached documents should be considered a progress report on the work of the MCA Committee. Up to this time we have been primarily concerned with the admission of freshman and underrepresented students. We have now begun work on the model for transfer students. As you can tell by reading our draft proposals, there are still a few unsettled issues in our minds. However, we are in agreement on most issues and believe the proposals are generally sound. We are proposing a general model for freshman admissions which can be adapted to fit the needs of different schools/majors. Special consideration for underrepresented students will be given only after a reasonable number of admissions have been made to each major based solely on academic criteria.

At this time we are requesting comments from faculty and administrators on the proposals. There are areas for possible disagreement and some aspects may be controversial. We ask that all readers critically examine our solutions, look for weaknesses, and suggest improvements. Both positive and negative comments will be appreciated. Please send written responses to the committee chair, John Lindvall of the Business Administration Department. Also, feel free to contact any of the Committee members listed below to express your opinions or ask questions. Please respond of June 1.

If the response to the proposals is favorable, we intend to ask schools/majors to specify the model they wish to use. We anticipate that this can be done prior to the end of spring quarter and implemented for Fall 1991 admissions.

Attachments

## Committee Members

LeRoy Davis (Agribusiness Department)  
James Bagnall (Architecture Department)  
John Lindvall (Business Administration Department)  
James Harris (EL/EE Department)  
Norman Lerner (Art and Design Department)  
Dennis Nulman (Education Department)  
William Van Wyngaarden (Physics Department)



## Freshman MCA Model

The objective of the MCA model is to be able to select the best qualified students while at the same time giving special consideration to some students in order to obtain a diverse student body. To obtain a model which would achieve this objective, the committee established two separate goals.

The first of these was to build a general model using academic criteria and extracurricular activities to rank students without any special consideration for diversity. This model will accommodate weighting variations to allow for differences among Schools/majors.

Secondly, a model is needed to assure the admission of CSU qualified underrepresented students consistent with the University goal of achieving a diverse student body. Based on legislative and Chancellor office directives and the changing demographics of the state, the committee believes that it is necessary to give special consideration to underrepresented groups. However, the number of underrepresented students admitted to a major needs to be a policy decision based on a University-wide consultative process.

It was an additional goal of the committee to develop a model which would be used for all admissions except for EOP, athletes, hardship, president and deans prerogative, and non-resident students (about 700 per year).

To meet these objectives the committee has developed two models; an Academic Ranking Model and a Student Diversity Model.

### ACADEMIC RANKING MODEL

All applicants will be ranked with this model. The model has five sections that can be weighted differently by different Schools/majors. Points are awarded for grades in CSU required courses, additional coursework in the ten CSU course categories, overall GPA, SAT scores, and extracurricular activities.

- 1) Points are awarded based on the GPA obtained in the thirty required CSU courses and appropriate additional coursework in the CSU course categories. The additional courses to be included are described in section 2.
  - a) The 30 required semester courses are: 8 English, 4 Algebra, 2 Geometry, 4 Foreign Language, 2 Lab Science, 2 History, 2 Visual and Performing Arts and 6 electives from Agriculture, Social Science, Advanced Math or the other 7 categories.
  - b) For coursework with grades beyond the 30 course requirements, different versions of the model could allow different coursework to be included in the computation of the GPA. For example, it is not required that grades achieved in a 2nd or 3rd year of Visual and Performing Arts classes be included in calculating this GPA.
  - c) The maximum allowable GPA will be 4.20 based on a maximum of 8 honors courses specified as allowable by the CSU system. We are not completely satisfied with our ability to compensate for the difference in the number of honor courses offered by different high schools. We would like to be able to calculate an adjusted GPA based on the availability of honors courses at the student's high school. This would give credit to students who took a challenging curriculum, but not penalize the student whose high

school offered fewer than eight honors courses. We will continue to work on this problem.

- 2) Points are awarded for taking additional coursework (planned or already completed) beyond the thirty courses. This is to reward students for taking CSU preparatory courses appropriate to a particular major.
  - a) Different versions of the model can award different points for the same course. For an advanced math course, version 1 might award 150 points, version 2 might award 100 points and version 3 zero points.
  - b) Courses awarded points in this section for which grades are available, would be included in the GPA calculation in Section 1.
  - c) A maximum of 10 courses would be counted in this section. Versions of the model could be flexible in specifying the courses that would be counted. For example, version 1 might allow 4 advanced math courses, 4 lab science, 2 foreign language, 2 english, 2 history and 2 social science. If a student took all 16 of these courses, the model would solve for the combination of 10 courses that would give the most points.

This limit of a total of 40 courses that can be used (30 + 10) is based on the ability of students in 6 period day high schools to take 5 courses for 8 semesters plus PE each semester.
- 3) Points may be awarded for the overall GPA. This section would allow some credit for grades achieved in non-CSU prep courses. The committee believes that only a small number of points should be awarded in this section. The maximum allowable GPA in this section is 4.20.
- 4) Points are awarded separately for both SAT verbal and math scores, and can be weighted differently in different versions of the model.
- 5) Points can be awarded for work experience, career related work, leadership, athletics and other activities.

In addition to the points computed in the Academic Ranking model, programs may establish supplemental admissions criteria (i.e. portfolios for the Art major).

The committee has been considering the following ranges of weights for the 5 sections.

	Section 1	Section 2	Section 3	Section 4	Section 5
	CSU GPA	Added Courses	Overall GPA	SAT	Extra Curricular
Range of Weights	35-50%	10-15%	0-10%	25-35%	5-15%

An attachment is provided offering further explanation of the model and the variables that may differ between versions of the model.

The committee intends that a substantial portion of each major's admissions be based solely on the Academic Ranking Model.

The committee is still working to improve the integrity of the information provided by applicants.

## STUDENT DIVERSITY MODEL

For each major, targets for underrepresented categories (i.e. ethnicity and sex) will be established. These targets are to be established through a consultative process involving the Vice President for Academic Affairs, deans and faculty. The objective of the model is to achieve these targets by admitting the underrepresented students who rank the highest in the Academic Ranking Model.

We are investigating various models which could legally be used to ensure that about the target number of underrepresented would be admitted. The principal problem is that it is probably illegal to set targets (quotas) and then just admit the exact number of underrepresented to satisfy the quota.

To award bonus points, as has been done in the past, is probably legal and has the added advantage of providing just one point ranking of applicants at the end. However the appropriate amount of bonus points must differ between majors to reflect differences in the applicant pools. We think a two pass model should be used in which some portion (50-60%) of all students are admitted on the first pass based on the Academic Ranking Model. Bonus points for the second pass could be achieved in one of two ways. One way to determine bonus points is to assume that the applicant pools for each major are reasonably similar from year to year. The bonus points that would have achieved the targets in the prior year could be determined and these numbers used for the current admission cycle. A second way to determine bonus points is to just start adding bonus points until the underrepresented targets are met within a certain tolerance (i.e. + or - 10%).

While we have not yet settled on the final methodology for the Student Diversity Model, it should again be pointed out that all models under consideration will admit a substantial portion of the students to each major based solely on the Academic Ranking Model. Additionally, diversity goals must be established prior to using this model. Finally, the list of students to be admitted must be analyzed for its diversity characteristics before notice of admission is sent to applicants.

Academic Ranking Model and variables needed for 1991 Freshman admission assuming no change in ASQ forms. The ranges of weights which seem most reasonable to the committee are given for each section. Assume a model with a 5000 point maximum.

## Section I

A) Points for grades - Range of weights: 35-50%

- 1) Compute a conventional GPA for the 30 required CSUC preparatory courses in the 10 categories and for additional courses which are used in computing the points for Section 2.
- 2) If this section is to have a weight of 45% then 2,250 points could be awarded. Since the maximum GPA allowed is 4.20, this GPA should be worth 2,250 points.
- 3) Formula for points for grades

$$\text{Points} = \frac{(W_1)(5000)}{4.20-2.0} (\text{Actual Computed GPA}-2.0)$$

- 4) Variables to be specified:  $W_1$  (.45 in this example)
- 5) No points awarded for GPA below 2.0.

## Section II

A) Points for courses - Range of Weights: 10-15%

- 1) No points for required CSUC courses.
- 2) Subtract significant number of points for two course deficiency (1991).
- 3) Points awarded in this section to reward the student who takes a desirable curriculum and also for senior level courses beyond CSUC requirements for which grades are not available.
- 4) Maximum of 10 semester courses for all models.
- 5) For each model, the maximum additional number of courses needs to be specified in the 8 existing categories (excluding Algebra and Geometry)

$N_1$  = maximum additional coursework in category 1 (English)

$N_4$  = maximum additional coursework in category 4 (Advanced Math)

$\dot{N}_{10}$

- 6) Let  $Y_1$  = number of points per course in category 1

$\dot{Y}_{10}$

- 7)  $A_1$  = Students actual additional courses in category 1

$\dot{A}_{10}$

- 8)  $Z_1$  = Small of  $A_1$  or  $N_1$

$\dot{Z}_{10}$

- 9) Formulas for points

$$\text{Points} = (Y_1) \times (Z_1) + (Y_4) \times (Z_4) + (Y_5) \times (Z_5) + \dots + (Y_{10}) \times (Z_{10})$$

- 10) Variables to be specified = 17: 8 Y's and 8 N's and  $W_2$



- 11) Points would be limited to a maximum of the weight for section ( $W_2$ ) times 5000. If this section has a 10% weight, the maximum number of points would be 500.
- 12) The computer will solve for the set of 10 courses which gives the students the maximum number of points in this section. Any of these courses for which grades have been received will be used when computing the GPA in Section 1.

### Section III

A) Points for Overall GPA - Range of weights: 0-10%

- 1) Points can be awarded for the overall GPA with a maximum allowable GPA of 4.16.
- 2) No points awarded for a GPA below 2.0.

$$3) \text{ Points} = \left( \frac{(W_3)(5000)}{4.16-2.0} \right) (\text{Actual Overall GPA}-2.0)$$

B) Variables to be specified 1:  $w_3$

### Section IV

A) Points for SAT - Range of weights: 25-35% for the sum of the separate weights

- 1) Points can be awarded for separately for math and verbal scores.
- 2) Give no points for a score of 200 on either test (200 is the minimum possible, 800 is the maximum)

$$3) \text{ Points} = \frac{(W_{4m})(5000)}{(800-200)} \times (\text{Math Score}-200) + \frac{(W_{4v})(5000)}{(800-200)} \times (\text{Verbal Score}-200)$$

4) Variables to be specified = 2:  $W_{4m}$ ,  $W_{4v}$

### Section V

Points for Extracurricular Activities - Range of weights: 5-15%

A) Points for work

- 1)  $X_1$  = points for each 1-5 hours work: maximum number hours work is 21
- 2)  $X_2$  = points for career related work: 50 in current model

B) Points for club/activity

- 1)  $X_3$  = points for each 1-5 hours work: maximum number hours is 21

C) Points for leadership

- 1)  $X_4$  = points for yes: 50 in current model

D) Variables to be specified = 5:  $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ ,  $W_5$

E) The maximum number of points that can be awarded in this section is =  $(W_5) \times (10000)$



## AVENAL COLLEGE BOUND PROGRAM

Program Summary by Everardo Martinez  
Developmental Outreach Director,  
Student Academic Services, Cal Poly  
San Luis Obispo

Avenal College Bound Program is an academic partnership between faculty members of Avenal High School, West Hills Community College and Cal Poly San Luis Obispo to enhance the college success of the student participants.

### **Purpose**

College Bound is a model outreach program which involves faculty, students, parents, counselors, school administrators, and community-based organizations. This model program is unique on the Central Coast. It is designed to address student needs in three areas. First, to increase the retention and the college attendance rate of Avenal High School students. Second, to assist Avenal alumnae to succeed in West Hills community college, attain their AA degrees or transfer to a four year institution. Third, to increase the number of Avenal High graduates attending Cal Poly. The participating educational institutions are: Avenal High School (Sunset Reef Unified School District), West Hills Community College at Coalinga and Cal Poly, San Luis Obispo.

Now in its second year of planning, the program has had some significant impact on the student participants. Three Avenal graduates have been accepted to Cal Poly for Fall 1990; two of the three are ethnically underrepresented (there is no record of underrepresented students ever attending Poly directly from Avenal High). Also, a significant number of students are expected to matriculate at West Hills College this fall.

The implementation phase now in operation calls for faculty members in various disciplines from all institutions to share in the informal mentoring of the student participants. Next academic year it is anticipated that over 100 students will participate at the high school level (this includes 9 - 12 grades). Approximately twenty-five student participants are expected at the community college level for Fall '90, and three students at the university level.

### **Goals and Objectives**

The primary goal of the program is to promote higher education as a viable option for Avenal High School students.

Through faculty mentoring, peer advising, tutoring, field trips and a variety of other academically related activities, College Bound will assist high school students to clarify career goals and understand curriculum requirements at the high school and college levels. The College Bound program will also provide the student participants with academic advising, educational guidance and faculty mentoring while attending West Hills Community College and Cal Poly. The program will have secondary benefits such as course articulation, priority admissions and an increase in underrepresented students attending institutions of higher education.

### **Background**

Avenal High School is located in Avenal, California, an agricultural community in the western foothills of the San Joaquin Valley (approximately one hour drive northeast of Paso Robles). The small town originally developed from a strong oil boom in the early 1900's. As the oil industry moved out, the local economy suffered tremendous economic setbacks. The community is now supported mainly by agriculture and by the recently established state penitentiary. The ethnic composition of the high school's 420 student body is approximately 73% Hispanic, 24% Anglo, and 3% a mixture of American Indian, Asian, Filipino, and Pacific Islander. The full time teaching staff of 22 serves approximately 420 students (grades 9-12). It is estimated that 50% of the student's parents never attended school past the 8th grade.

### **Program History**

This program was the result of several meetings in 1988. At that point it was clear that a cooperative educational partnership would benefit all institutions involved. A 2+2+2 proposal was submitted for funding to several sources, but was not successful in acquiring funds. However, Avenal High was committed to proceed with the idea, even without external funds. Cal Poly and West Hills College have also proceeded forward in implementing the program.

Now in its second year of operation, the program has attracted 130 of the 420 students attending Avenal High. All students at Avenal participate in daily SCAP periods (Student Centered Advisement Period) to build self-

esteem and self-image. The College Bound students have special scheduled activities, in addition, and there are plans to formalize a new club on campus which would be made up of all College Bound participants. Some of the past activities have included guest speakers and field trips. Both Avenal and West Hills college have involved their Counseling Center staff in assisting the targeted students plan their activities.

On January 9, 1990, faculty and staff representing the three institutions involved met at Cal Poly to review potential future project strategies. That meeting resulted in a statement of objectives which was discussed and approved by all parties on February 21, 1990.

The participating faculty mentors from Avenal, West Hills, and Cal Poly approved a program structure and a plan of operation on April 18, 1990.

### **Program Structure**

#### **Mentors**

The College Bound program will have academic advisors who will serve as mentors to students at each educational site.

High school mentor's responsibilities:

- to ensure that a four year educational plan for each student is established. The plan will include class scheduling, expected grades, academic steps and structure, growth plan and standardized test score improvement.
- to attend college and business visitations.
- to identify the goals for each class.
- to work with other high school advisors in directing monthly activities.
- to meet with each student's parents on an individual basis.
- to assist in identification of a parent advisory committee.
- to serve on the parent advisory committee.
- to work with parallel advisors at West Hills College and Cal Poly.

Community college mentor's responsibilities: (currently under review)

- to attend college and business visitations.
- to serve on West Hill's College Bound steering committee.
- to maintain regular communication with assigned high school participants (at least one letter per quarter).
- to participate in College Bound activities held on campus.
- to meet with Avenal High College Bound alumnae attending West Hills College on a regular basis (frequency of visits to be established).
- to participate in two Avenal High College Bound activities, one to be held in mid-October and the other to be held during the first week of March.
- to coordinate one College Bound activity to be held at West Hills Community College during the second week of November.

University mentor's responsibilities:

- to serve on Cal Poly's College Bound steering committee.
- to maintain regular communication with assigned high school participants (at least one letter per quarter).
- to participate in College Bound activities held on campus.
- to meet with Avenal High College Bound alumnae attending Cal Poly on a regular basis (frequency of visits to be established).
- to participate in two Avenal High College Bound activities, one to be held in mid-October and the other to be held during the first week of March.
- to participate in one College Bound activity to be held at West Hills Community College during the second week of November.

### **Student Participants**

The high school student participants must apply and sign a contract to be accepted into the program. It is anticipated that a total of 20 seniors, 20 juniors, 25 sophomores and 25 freshmen will be selected. The school will target the top 10% of each class as well as other interested and qualified students. The student participants are to represent an ethnic cross-section of the student body.

There are two types of student membership. **Full membership** is assigned to those students who apply, meet all membership requirements and complete a signed contract. The designation of **Associate membership** will be assigned to those students who may not meet all full membership requirements.

Each high school student participant who meets the full membership requirements will be assigned to a faculty mentor at the high school, the community college and at the university level. This method of assigning three mentors per participant will insure ample opportunities for direct student contacts at all levels of education.

The high school seniors who graduate and go on to West Hills College or Cal Poly will automatically be considered as College Bound participants and will be served accordingly by each institution. It is anticipated that the majority of Avenal High alumnae will attend a community college before transferring to a four year institution.

### **Calendar of Events**

Schedule of activities:

#### **Fall**

(mid October)

- Joint class lectures at Avenal High  
open to all College Bound students (Full and Associate members).  
  
Faculty members from Avenal and Cal Poly (mentors) will team  
teach lectures in their respective academic disciplines.
- West Hills College field day (mid November).



Participation limited to Full Members only (activities to be determined).

**Winter** (early March)

- Avenal College Fair  
(Activity open to all students).

**Spring** (mid May)

- Cal Poly field day (program agenda under development)  
(Activity limited to Full members only).

**Parent Component**

College Bound is planning to establish a parent support group. This component of the program will provide parent education and information. The support group will also provide program management guidance under a Parent Advisory Council.

**Administration**

The program is currently developing a formal steering committee which will be made up of school administrators, faculty members, parents and students. The specific responsibilities are under development.

**Evaluation and Data Tracking**

The program's data management strategies and evaluation tools are being developed.

# PARTICIPANTS

## **College Bound Administrative Team**

Everardo Martinez  
Cynthia Jelinek

Bob Donaldson  
Donald Forth

Developmental Outreach Director  
Director of Advising, School of  
Science and Mathematics

Principal, Avenal High School  
Dean of Instruction, West Hills College

## **Avenal High School**

David Hedgecock  
Dan Viveros  
Shirley Hodges

Social Sciences  
Foreign Language and ESL  
Counselor

## **West Hills College**

Jeff Jeffries  
Mary Rickman  
Mary Forth  
Tony Elizando

Diesel Mechanics Option  
Computer Science  
English  
Automotive Technology

## **Cal Poly**

Richard Saenz  
Neil Moir  
Fred Stultz  
Sarah Lord  
Tom Ruehr

Physics  
Chemistry  
Psychology and Human Development  
Home Economics  
Soil Science